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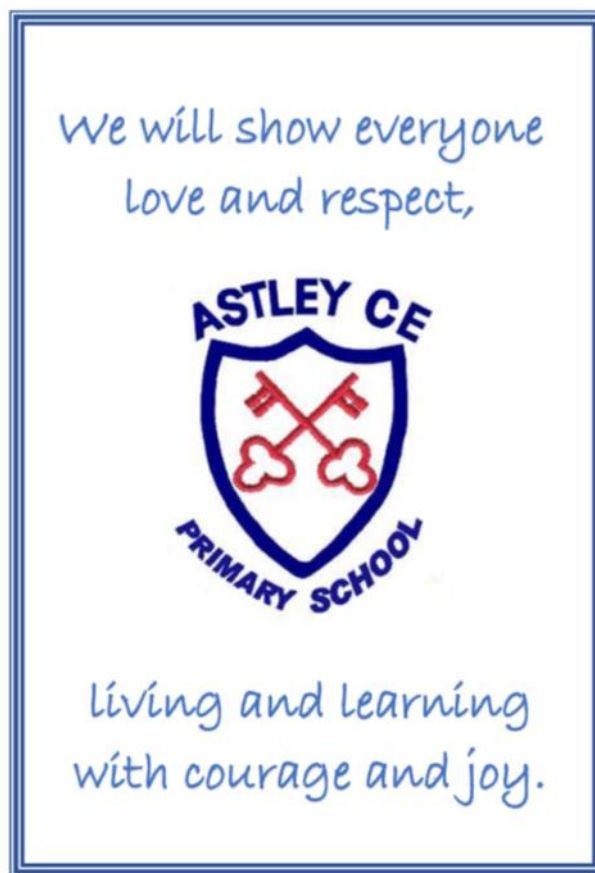


Governing body

Personal, Social, Health  
and Economic Policy

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**Our Vision and Values**



Astley School recognises that our values are at the heart of every curriculum area presented to our pupils and Personal, Social, Health and Economic education (PSHE) is no exception. Our values of love, respect, courage and joy enable our teaching and learning in this area to celebrate the uniqueness and intrinsic value of individuals, acknowledge differences without being disagreeable, and promote a strong sense of community and our place and responsibility within it.

Ratified by the Governing Body: November 2023

Date for review: November 2025

Signed by:

Chair of governors: Lisa Screen

Headteacher: Tracie Langfield

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**Statement of intent**

Astley C.E. Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RHE, (relationships and health education) and to the pastoral care that is embedded throughout the life of our school.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is attractive, safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via the school's [website](#) where the policy and the PSHE curriculum will be available to read and download.

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### 1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

Education Act 1996

Education Act 2002

Children and Social Work Act 2017

DfE (2020) 'Keeping children safe in education' (KCSIE)

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2019) 'School and college security'

Most of PSHE education became statutory for maintained schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education and Health Education at Key Stage One and Two. The programme attached therefore includes both statutory and non-statutory content.

This policy will be followed in conjunction with the following school policies and procedures:

Complaints Procedures Policy

Relationships and Health Education Policy

Child Protection and Safeguarding Policy

### 2. Key roles and responsibilities

The governing body has overall responsibility for the implementation of the school's PSHE Policy ensuring that the PSHE Policy does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The headteacher has overall responsibility for reviewing the PSHE Policy annually and responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

The school will consult with parents to ensure that the relationships and health education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community. The school will ensure that parents are informed about the topics that the children will be learning about enabling parents to discuss, support and develop this understanding further at home. The school ensures that pupils are also involved in the creation of this policy through class feedback, and Team Council discussions.

### 3. Aims of the PSHE curriculum

Pupils will learn to do the following:

Understand what constitutes a healthy lifestyle.

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Understand how to stay safe and behave online.

Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.

Understand the law and consequences of risky behaviours.

Develop responsibility and independence within school which they will take forward into society in their working lives.

Respect other people, in particular, learning to respect the different cultural/ethnic/religious/ gendered viewpoints of others in our school community and the wider world.

Understand what constitutes 'socially acceptable' behaviour at school and in society.

Be a constructive member of society.

Understand democracy.

Develop good relationships with peers and adults.

Develop self-confidence, self-esteem and self-worth.

Make positive, informed choices as they make their way through life.

Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

#### **4. Teaching methods and learning style**

A range of teaching and learning styles are used to teach PSHE in line with our Teaching and Learning policy and research informed best practise. Teaching is pupil focussed with an emphasis on active learning techniques such as discussion and group work. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

Respectful language.

Calm discussion.

Active listening to each other.

Disagreeing without being disagreeable.

Keeping comments objective and subject-specific.

Pupils learn research and study techniques and can engage in investigations and problem-solving activities. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as Collective Worship and playtime games.

The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are planned and supervised by the class teacher to ensure presentations are in line with the aims of this policy and the values of our school.

The school consults with the local community and the governing body on matters related to PSHE to ensure that local issues are covered in lessons. Pupils' questions, unless inappropriate, are answered respectfully by teachers.

#### **5. Timetabling and cross-curriculum links**

The school uses direct teaching via timetabled lessons. PSHE is taught in discrete curriculum time, delivered by confident members of staff. The school encourages cross-curricular learning when links can be meaningfully made between foundations subjects with reference to the long-term curriculum plan.

There is an element of PSHE in all our day to day pastoral care and all staff will make links between the two where relevant.

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## 6. Safeguarding, reports of abuse and confidentiality

All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

Bullying (including cyberbullying).

Physical abuse, e.g. hitting, kicking, hair pulling.

Sexual violence, e.g. rape, assault by penetration and sexual assault.

Sexual harassment, e.g. sexual comments, online sexual harassment, jokes.

Up skirting

Sexting

Initiation/hazing type violence and rituals.

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse and will report this through CPOS to the DSLs. Staff are also aware of the appropriate levels of confidentiality.

Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they can approach any member of school staff to do so.

The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the need to avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

## 7. Tailoring PSHE

The school uses discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Relationships and Health Education Policy.

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#### **8. KS1 and 2 programmes of study**

We teach the RSE and PSHE curricula combined into six half termly units of work per year ensuring a comprehensive and rigorous approach. We plan to use the SCARF syllabus to support teachers in their planning of the teaching and learning. There are 3 core themes: health and well-being, relationships and living in the wider world.

Health and wellbeing and relationships involve statutory content defined by the Department for Education. The third strand (living in the wider world in non-statutory and has been defined by the PSHE Association 2020.

#### **Personal, social and emotional development and the EYFS**

PSED is one of the three prime areas within the [Early Years Foundation Stage](#) (EYFS). Each prime area is divided into early learning goals, for PSED these are:

- Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

These elements are taught through all adult and peer interactions that a child encounters during the day.

#### **9. Assessment**

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention. Pupils' knowledge and understanding is assessed through formative assessment methods such as informal tests, written assignments, discussion groups and quizzes, in order to monitor progress.

#### **10. Monitoring and review**

This policy will be reviewed by the headteacher on an annual basis. Any changes to this policy will be communicated to all staff and other interested parties.

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## DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

### By the end of primary school pupils should know:

<b>Mental Wellbeing (MW)</b>	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ol>
<b>Internet safety and harms (ISH)</b>	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>7. where and how to report concerns and get support with issues online</li> </ol>
<b>Physical health and fitness (PHF)</b>	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<b>Healthy eating (HE)</b>	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
<b>Drugs, alcohol and tobacco (DAT)</b>	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
<b>Health and prevention (HP)</b>	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
<b>Basic first aid (BFA)</b>	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
<b>Changing adolescent body (CAB)</b>	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

## DfE Statutory Guidance Categories: Relationships Education (Primary)

### By the end of primary schools pupils should know:

<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>
<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ol>
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"><li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>3. the conventions of courtesy and manners.</li><li>4. the importance of self-respect and how this links to their own happiness.</li><li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ol>
<b>Online relationships (OR)</b>	<ol style="list-style-type: none"><li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>5. how information and data is shared and used online.</li></ol>
<b>Being safe (BS)</b>	<ol style="list-style-type: none"><li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>8. where to get advice e.g. family, school and/or other sources.</li></ol>



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem